**Teacher(s) Name**: Valerie Adcock  
**Thematic Unit Theme/Title/Grade Level**: Where in the World…/Grade 2  
**Wiki space address**: <http://ucf2whereintheworldf10t.wikispaces.com/>  
**Daily Lesson Plan Day/Title**: Day 3/ O’Canada

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| **Learning Objectives** | 1. The student will have an understanding of the Canadian culture.  2. The student will be able to locate the United States, Canada, Mexico, and Caribbean on a map.  3. The student will state a minimum of three facts about Canada.  4. The student will complete the post assessment quiz with 80% accuracy.  5. The student will be able to identify currencies used in the US, Canada, Mexico, and the Caribbean. |
| **NCSS Theme/Sunshine State Standards** | **NCSS Themes:**  3. **People, Places, and Environments**: The study of people, places, and human-environment interactions assist learners as they create their spatial views and geographic perspectives of the world. **Sunshine State Standards**: 1. **SS.2.G.1.4**: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). 2. **VA.A.1.1.2**: Uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner. 3. **SS.2.A.1.2** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. |
| **Activities & Procedures** | 1. The teacher will review the previous day’s lesson with a quick flipchart.  2. Making the Canadian Flag: The student will cut the red construction paper into strips so that they have two equal strips. After these strips are cut, the kids are to glue one on each side so there is the white is in the middle. Then, each student is to take one of the pre-made maple leaves and glue it in the center. This is to dry, and then it will be added to their passport.  3. The students will use the smart board to interact with a flipchart created by the teacher pertaining to the specific country. Currency will be a part of this lesson.  4. The students will be shown three pictures and well as a tangible object, sock monkey, and will be asked to predict what the picture is of and why it is important to the country. For example, “Why is this important to Canadian culture?”  5. The students will be broken into groups and provided a book on Canadian culture. They are to decide on a fact that they did not previously know.  6. In closing the lesson, the teacher will have the students listen to Canada’s National Anthem, and the kids will write three brief facts to post on the flipchart. Then, the students will then add their flag that they made to their passport. |
| **Resources/Materials** | . Canada by: Sylvester, John  2. Canada by: David F. Marx   1. The Kids Book of Canadian History by: Carlotta Hacker 2. Canada From A to Z by: Bobbie Kalman and Niki Walker 3. Construction paper, red and white 4. A maple leaf di-cut. 5. Scissors 6. Glue 7. Sock Monkey   10. Pictures of: Naturalization papers, a picture of Niagara Falls, a picture of Canadian WWII medals. |
| **Assessment** | **Pre-Assessment**: A trivia game was played last week to indicate prior knowledge the students have about the United States, Canada, Mexico, and the Caribbean Islands. **Post-Assessment**: The trivia game from the previous week will be revisited to see what the students have learned. Also the students will be informally assessed through the work that is done in class and the passport will also be included in their grade. The passport will be graded on the basis of completion. |
| **Exceptionalities** | **ESOL**: 1. Link lesson topic to students’ prior knowledge. 2. Continually monitor students’ comprehension. 3. Reinforce the key ideas you present again and again. 4. Give enough wait time for second language learners to respond to questions. 5. Use discovery-learning activities (hands-on-activities). **SLD**: 1. Keep oral instructions logical and concise. Repeat or re-word complicated directions. 2. Talk distinctly and at a rate that the student with a learning disability can follow. 3. Have the students participate in collaborative learning. 4. Ask questions in a clarifying manner. 5. Allow more time for the learning disabled to complete assignments. **Gifted/Talented**: 1. Rather than just "giving" them information, help them to discover it. 2. Allow gifted students to help teach other student when they finish their work early. 3. Conduct informal assessments. |
| **Discussion Notes** | The passport that was created will be filled out throughout the unit and will serve as a final assessment. Also, the trivia game that was noted in the pre-assessment will be played again at the end of the unit to indicate how much information students learned about the United States, Canada, Mexico, and the Caribbean Islands. It will be the post-assessment for the entire unit and will take place on Day 5.  The students and their parents will do further research on Canada. They will research into the History and find one fun fact. A parent is to sign off on this assignment. |